



University of Massachusetts Amherst

Building a Mentoring Network

Biology Leadership Conference
March 19-21, 2010

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Session Agenda

- To identify potential roadblocks to professional success and personal well-being of faculty;
- To explore both traditional and emerging models of mentoring, with an emphasis on the "Mutual Mentoring" model;
- To examine practices that encourage faculty to build their own mentoring networks.



Potential “Roadblocks” in Academia

For Early-Career Faculty

- Getting started/getting oriented
- Increasing skills (teaching, research, service)
- Navigating the tenure track
- Creating work/life balance
- Developing professional networks

For “Senior” Faculty

- Choosing among “forks in the road”/ legacy
- Keeping up with discipline and learning new skills
- Navigating promotion to full and shifting expectations
- Balancing work/work & work/life
- Building new networks, resources, support



Summing It All Up

“The hardest thing is to do a good job with a career that could consume all available time, pay attention to a spouse and children, publish or perish, teach well, lead an examined life, and keep out of debt.”

-- Early career faculty member



Why Mentoring?

Mentoring is a key to addressing these “roadblocks.” It has also been proven to be one of the **common characteristics of a successful academic career**, particularly for women and faculty of color.

Outcomes accruing include:

- Stronger commitment to a career in academe
- Stronger record of scholarly productivity
- More effective teaching
- Increased rates of retention/tenure/promotion
- Benefits to the mentor

(Johnson, 2007)



How I Got Here



MOUNT HOLYOKE
MOUNT HOLYOKE COLLEGE

Ψ INDIANA UNIVERSITY

**UMASS
AMHERST**



How You Got Here

Directions:

- Think about the people who have influenced your career – people who have **inspired, promoted, and/or supported you.**
- Turn to one or two other individuals and briefly describe what your **“best” mentor** brought to the relationship in terms of career and other support.
- How has this relationship influenced the way you mentor others?



Traditional Mentoring

Traditionally, mentoring in academia has taken the form of a **one-on-one, hierarchal relationship** in which a senior faculty member takes a junior faculty member **“under his/her wing.”**

Senior Faculty

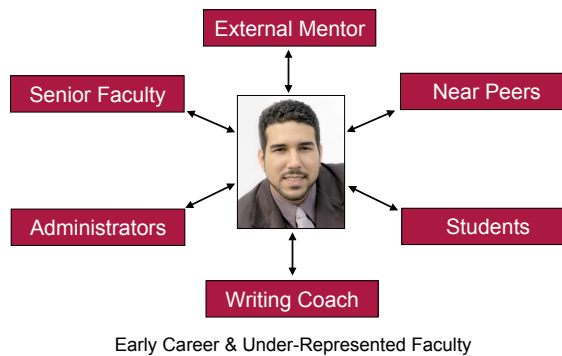


Early Career & Under-Represented Faculty



Mutual Mentoring

Mutual Mentoring is a **network-based model** of support that encourages the development of a wide variety of **mentoring partnerships** to address specific areas of knowledge and expertise.



How Is Mutual Mentoring Different?

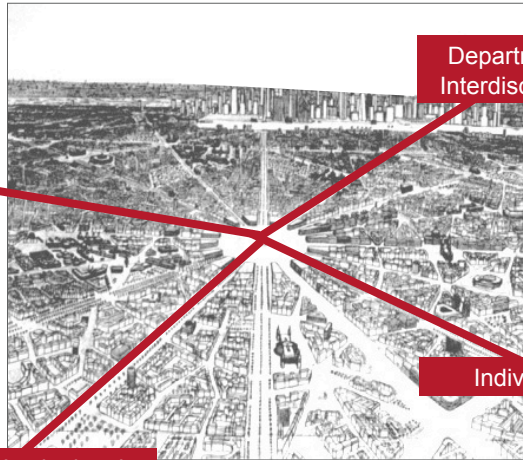
Mutual Mentoring differs from traditional mentoring in that it encourages:

- A **broad network** of multiple, diverse mentors
- A **variety** of mentoring approaches
- A focus on areas of **experience or expertise**, rather than “one-size-fits-all” knowledge
- Benefits to not only the “protégé,” **but also the “mentor”**
- **Opportunities** to be mentored and mentor others



Multiple Points of Entry... and Exit

College-Wide



Departmental/
Interdisciplinary

Individual

Inter-Institutional

(Gilles Trehin, 2006)



Mentoring in the Department/College

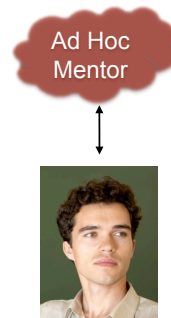
Small Group Questions:

- If you have a **formal mentoring program** in your department/college, what are some of the **benefits and/or challenges** that you've encountered as a participant?
- If you **don't have a formal mentoring program**, what **obstacles or impediments** have prevented you from offering one, or prevented others from supporting the development of one?



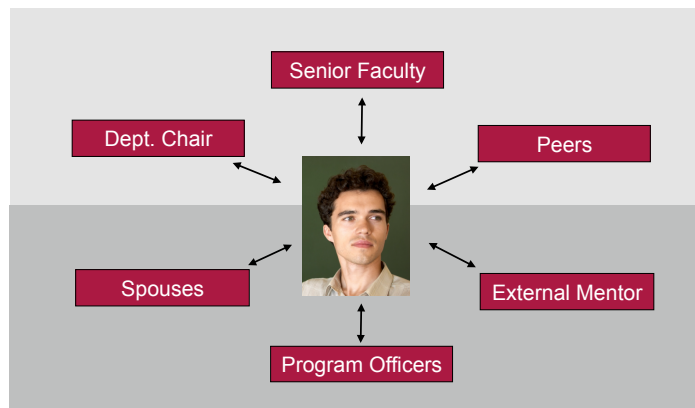
Departmental Mentoring

Microbiology Mentoring Before



A Department-Wide MM “Team”

Microbiology Mentoring After



Internal Mentoring Partners

External Mentoring Partners



Other Neat “MM” Team Ideas

- **Biology.** Peer and near peer mentoring workshops on improved lab management, specifically – money management, hiring lab staff, mentoring students in the lab, time management.
- **Life Sciences Women Faculty.** Established small group networking, a visit, public talk, science seminar and mentoring meeting with prominent female scientist, bi-annual networking gathering for all female STEM faculty.
- **Chemical Biology.** Team comprised of pre-tenure faculty from Chemistry, Biology, Natural Resources and Engineering whose research bridges multiple disciplines. Peer mentoring on teaching, tenure, fundraising.



Individual Mentoring Before

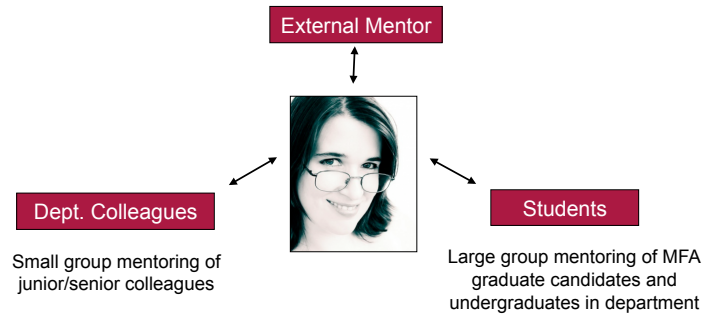




Individual Mutual Mentoring

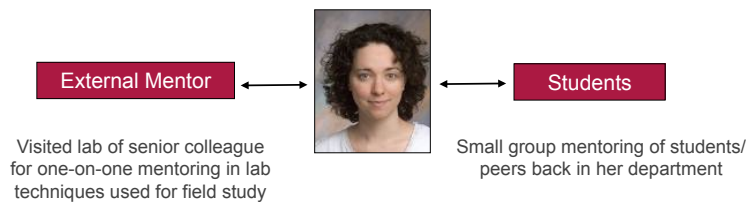
Art & Art History: Enhance skills in teaching and creative activity.

Brought internationally-acclaimed artist to campus for one-on-one mentoring



Individual Mutual Mentoring cont'd

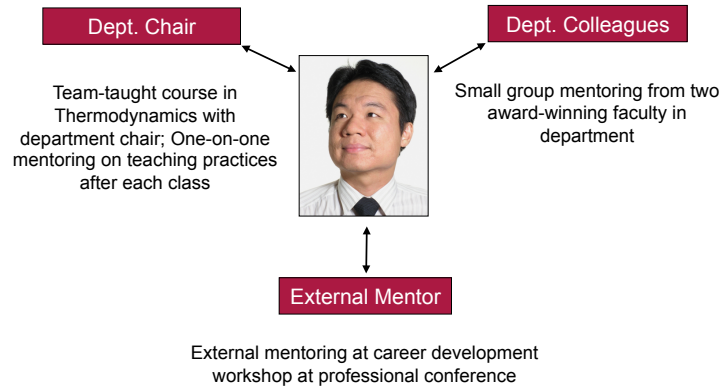
Biology: Learn new research/teaching skills and mentor students.





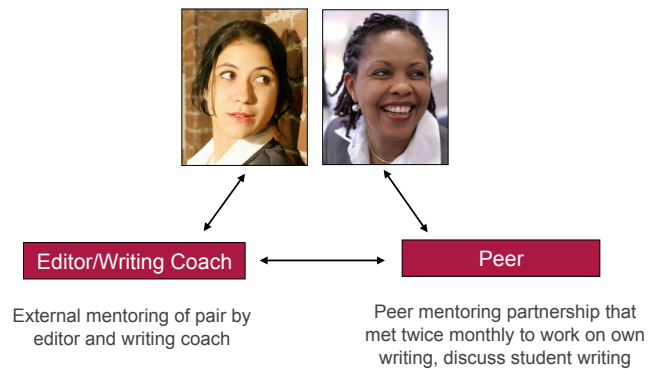
Individual Mutual Mentoring cont'd

Engineering: Enhance teaching skills.



Individual Mutual Mentoring cont'd

English: Further work on book writing and student writing.



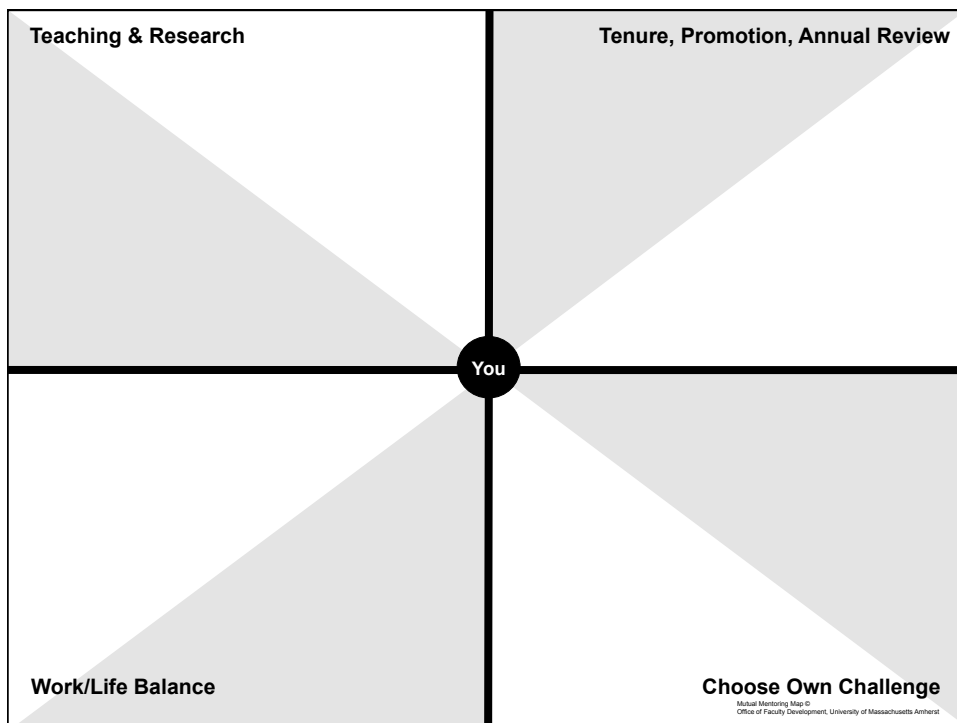


Institution-Wide Points of Entry to “MM”

Office of Faculty Development Programs

- Orientation and Welcoming Programs
- Scholarly Writing Programs
- Tenure Preparation Workshops
- Support for Time Management/Work/Life Balance
- Mutual Mentoring Initiative
- Leadership Development Programs
- Redesigned OFD website: www.umass.edu/ofd

Campus Partners: Center for Teaching, Library, Research Affairs, Academic Computing

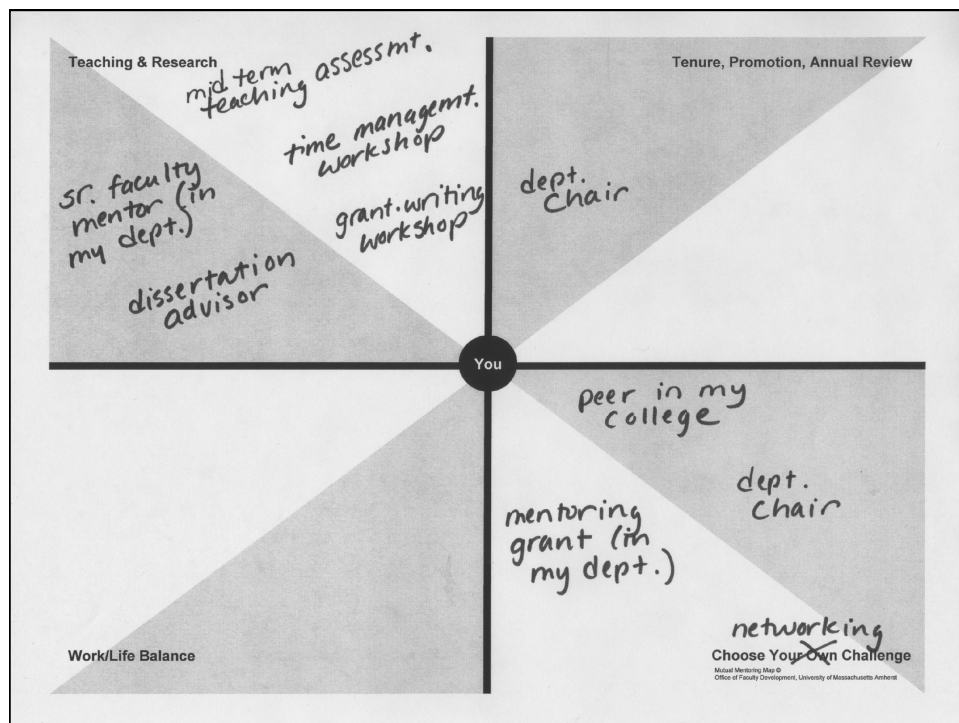




Mutual Mentoring Map®

Directions:

- In the gray area, jot down the people (within and outside of your campus) who can serve as mentors to you (E.g., dissertation advisor, peer, senior faculty member, spouse)
- In the white area, jot down the programs, services and resources (within and outside of your campus) that can serve as “mentoring resources” to you (E.g., new faculty orientation, seminars on research, teaching, leadership, BLC)
- Please work individually on your own map for 10 minutes. You’ll be asked to share it with your table mates.





Small Group Discussion

Please review your “Mutual Mentoring maps” and discuss your current network of mentors with colleagues seated nearby.

- What are the **strengths** of your network (i.e., people and department/campus resources)? Share with others?
- Where are the **gaps**? Is anyone or anything missing from your network?
- How might you add **additional mentoring partners**? Now? One year from now? Two?



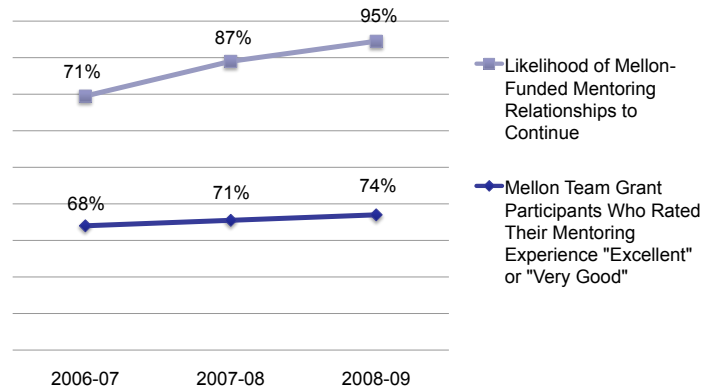
Does Mutual Mentoring Work?

- Assistant professors with “multiple mentors” have significantly higher levels of career success than those with a single or no mentor (Van Eck Peluchette & Jeanquart, 2000).
- “Mentoring constellations” are positively associated with career satisfaction, and individuals with more mentoring constellations seem to gather greater career benefits than those with just one mentor (Van Emmerik, 2004).
- A “networking model” of mentoring may be more inclusive of women and minorities than the “grooming model” of traditional mentoring. Combining both models in mentoring programs can take advantage of the strengths of each (Girves, Lepeda, Gwathmey, 2005).



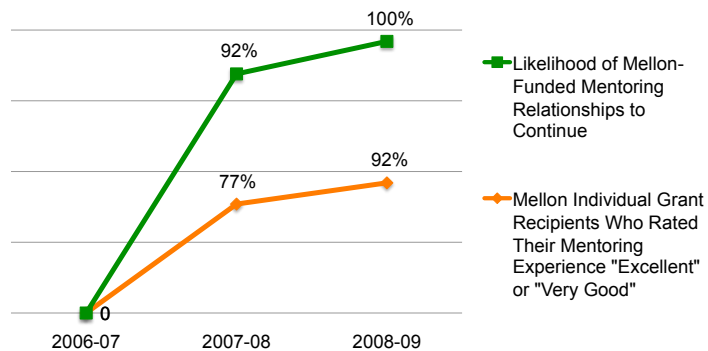
Team Grant Scores

Global evaluation scores for Mellon team grant recipients have increased annually.



Individual Grants

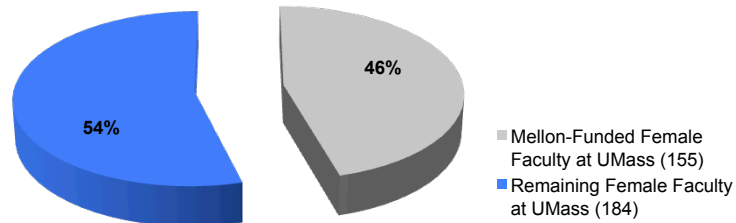
Global evaluation scores for Mellon individual grant recipients have also increased annually.





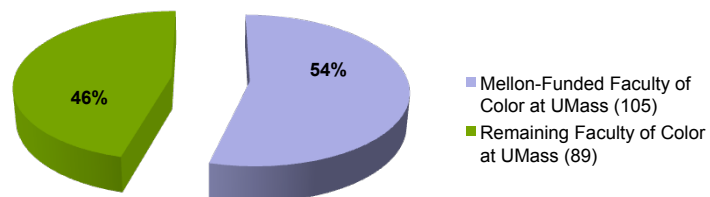
Female Faculty

In three years, **46% of UMass Amherst's female faculty** have elected to participate.



Faculty of Color

During the same time period, **54% of UMass Amherst's faculty of color** have elected to participate in the Mellon Mutual Mentoring Initiative.





Why Mutual Mentoring Works



“Mutual Mentoring is such a commonsense approach to learning...it mirrors the academic mission itself in that it encourages discourse and values the experiences of everyone in the room, no matter their rank.”



Next Steps

- Based on this session, what is one idea for building a mentoring network that you can take with you?



Mutual Mentoring Guide

<http://www.umass.edu/ofd/mentoring/resources.html>

